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ABSTRACT

This study examined the education and career paths of female graduates of Murray State University (Kentucky) from 1930 through 1959, a time during which the institution was primarily a normal school focused on the preparation of teachers. Data from alumni records, analysis of questionnaires mailed to 40 randomly selected alumni, and interviews with eight alumni were used in this descriptive study. Charts and graphs show the distribution, by decade, of female graduates' majors and their careers. As expected, teaching was the most commonly reported career, although many graduates had branched into other fields. Also listed are current locations of graduates, by state. Survey results (from 31 returned questionnaires) identified the individuals at Murray State who had influenced respondents, what respondents learned at Murray of lasting value, and their career changes (ranging from one to seven). The report also details the career paths, based on interviews, of four participants. Included also are respondents' advice to today's college students. The questionnaire used is appended. (Contains 15 references.) (DB)

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A Study of One Kentucky Regional University's (Murray State University) Female Graduates From 1930 to 1959

By
Eileen McElrath

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Eileen McElrath

Study of One Kentucky Regional University's (Murray State University) Female Graduates From 1930 to 1959

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Abstract

"Better Trained Teachers" was the 1922 Kentucky legislature's goal when they provided for two new state normal schools. One school was to be located in western Kentucky and one in eastern Kentucky. Both schools have grown to become regional universities.

This study examines the education and career paths of selected graduates from one of the institutions. Female graduates from the 1930's, 1940's, and 1950's comprise the study's participants. The study asked several questions including: What were and are their career paths like? What did these students learn at the institution that sustained them or helped them in the course of their careers? What advice would these graduates give to today's students?

Background

"Better Trained Teachers" was the goal of the 1922 Kentucky legislature. Governor Edwin P. Morrow's message to the legislature stresses his views of Kentucky's educational need:

> "It is a time for grim determination and a high resolve to remedy educational conditions in Kentucky. Our failure of the past to provide for and secure better schools and better schoolhouses, and a better educational plan and system, should fill us with a new determination to make amends in the future. The educational handicaps under which Kentucky suffers, and has suffered are man made and can be removed by men. Legislation can do much, but legislation alone, however, wise, will not give to Kentucky an efficient school system. We will not have good schools until Kentucky realizes the tragic cost of poor schools. Education is an investment; ignorance is a tax." (Peters 39)

The legislature and the governor backed their educational goal concretely by providing for two new normal schools. A normal school provided teacher training by presenting students with the opportunity to complete college courses needed for Kentucky teacher certification. According to the "First Rules and Regulations" adopted by Kentucky's Board of Education in 1923, the purpose of the normal schools was "to train elementary teachers, especially for the rural schools" (Lawrence 96).

The new normal schools were to be added to the state's existing two: Eastern at Richmond, KY and Western at Bowling Green, KY. One of the new schools was to be located in eastern Kentucky and the other in western Kentucky. The eastern one, located in Morehead, KY. grew to became Morehead University. The western one, located in Murray, KY. grew to become Murray State University. Both of the new normal schools were co-educational. Both of the new normal schools have grown to become regional universities in Kentucky.

Significance of the Study

Regional universities that began as normal schools have had a long history of education in Kentucky now. The career paths of the early graduates' can provide information about the success of teacher training in Kentucky. The career paths of the early female graduates can provide information about the success of regional education for women as well as the opportunities available for those women. No studies could be found that focus specifically on the career paths of the early female graduates. Since knowing the past is vital for moving into the future, information from these early graduates can provide insight for today's educators and students. The purpose of this study is to examine a selection of female graduates from one Kentucky institution that began as a normal school. The institution chosen for the study is Murray State University. The Murray Normal School was the third educational institution to be located in city of Murray, KY according to Modest Clarks' thesis entitled *A History of Murray Male and Female Institute*. The **Murray Seminary** dated from pre-Civil War to 1870. The **Murray Male and Female Institute** was created by the Kentucky legislature in 1870 and existed until 1905 when a fire destroyed the building. Clark credits the founders of the Murray Male and Female Institute with "laying the cornerstone for the foundation of the Murray Normal School" (Clark 62).

Murray Normal School's location in Murray, KY was determined after the Murray community donated "$100,000 in cash and a campus of more than thirty acres located in a beautiful woodland in the suburbs of the city" (Ligon 304). According *to Fifty Years of Progress: A History of Murray State University, 1922-1972* by Dr. Ralph Woods, the school evolved very quickly from Murray Normal School to a Normal School and Teachers College. It was a Teachers College from 1930 to 1948. The Kentucky General Assembly named it Murray State College in 1948, and it was awarded university status in 1966 (xix).

Literature Review

A review of the literature reveals nothing that specifically examines female graduates' educational experiences and career paths. Roland E. Goodgion 's work, *Personnel Study of the Graduates of Murray State Teachers College* provides insight into the positions held by graduates before 1937 but contributes little to a more comprehensive view over the history of the institution. A *History of Education in Kentucky: 1915-1940* by H.W. Peters and *A History of Public Education in Kentucky* by Moses Edward Ligon both provide the historical background of education in Kentucky. Dr. Ralph Wood's book, *Fifty Years of Progress: A History of Murray State University* provides information about the institution, administration, professors and students of the university. It does not include information about the graduates after they complete their degrees, however. Several works examine various aspects the university's history. One of the most informative works is Sandra Lee Steinbeck Lawrence's thesis entitled *A Chronicle of Significant Events in the Growth and Development of Murray State University as Recorded Through Its Publications*. Other works focus on MSU graduates in relationship to curriculum change within a discipline. Both Josiah Darnall's "An Evaluation of the Bachelor of Music Education Curriculum at Murray State College

Through An Analysis of the Opinions of its Teaching Graduates" and Kenneth Wayne Winters' "A Survey of Industrial Arts Teacher Education and Technical/Technology Graduates of Murray State University With Implications for Curriculum Revision." fall into this category. Dr. Ernie R. Bailey's 1985 thesis, *An Analysis of Student Perceptions* of the *Environment of Murray State University*, is significant because it attempts to look at the university from the student's perspective. Dr. Bailey's work does not include, however, information about graduates' career paths or reflections on their education.

The Study

The purpose of the study as stated earlier is to describe careers of a group of graduates from one regional university. Two thousand-two hundred and fifty-two female students received degrees from the institution between the years 1930 and 1959. The study asks the questions: What do the career paths of graduates of Kentucky's teacher's colleges that began as normal schools look like? Did specific aspects of their formal education sustained them in their professional lives? The study will attempt to answer these questions and others by providing descriptive data concerning their educational and career paths. The study documents what the graduates report that they learned from their educational experience that helped them or sustained them through their careers. The study will describe people who influenced them and why. Finally, it will document advice from the graduates to today's student.

The participants chosen for this study were limited to women who graduated from Murray State University between the years 1930 to 1959. While there have been some studies that included male graduates' careers, no studies about the careers of female graduates have been located. The years 1930 to 1959 were chosen based on the assumption that female graduates from these years will be in the height of their careers, will have

changed careers during the course of their lives, or will have retired from careers. They, therefore, will have been more likely to have experienced career changes. The number of graduates includes 293 in the 1930's, 510 in the 1940's and 819 in the 1950's for 2,252 female graduates.

Methodology

Data from alumni records, mailed questionnaires, and interviews form the core for this descriptive study. The university's alumni records from 1996 provided alumni data that formed the basis for analysis of the graduates' majors and current residency. The information reported to the alumni office is voluntary, so it is assumed that some alumni from the study's time period declined to be listed in the directory information. It is assumed, however, for the purpose of the study that the majority of alumni are listed and that the names listed comprise a basic population.

The Survey

A random sample of forty names selected from alumni records comprised the participants to whom a questionnaire was mailed. The number forty was chosen for the dual purpose of manageability and budget constraints. A questionnaire was designed that contained six questions. For the purpose of the study, the participants were allowed to define the terms in the questions themselves because the purpose of the study was to gather descriptive data. Clear and focused definitions of the terms in the questions were purposefully omitted to gather as much information as possible. The questionnaire was designed to be answered in approximately thirty minutes.

Interviews

Personal and telephone interviews were conducted with eight female graduates for the purpose of gathering in depth information about their educational experiences and career paths. The study used a self-selected group of graduates. The names to be considered for in depth interviewing were solicited from faculty, staff, students, and community members. Eight female graduates participated in telephone and personal interviews. Personal interviews were conducted with participants who reside in the area, and telephone interviews were conducted with participants who lived in other states. The interviewees were asked the same six questions and were encouraged to provide any additional information they thought was appropriate. The findings of this study are for descriptive purposes and are not intended to be used to predict to the general population.

Findings

Based on data provided by the alumni office, the 1930's female graduates' majors are distributed in twenty-two disciplines. The most frequently chosen majors were: Elementary Education, English, Home Economics (teaching and graduates), Music, and Mathematics. The 1940's female graduates' majors are distributed in twenty-four disciplines. The most frequently listed majors are: Elementary Education, Home Economics (teaching and graduates), Music, English, and Business Administration. The 1950's female graduates' majors are distributed in twenty-seven disciplines. The most frequently listed majors are: Elementary Education, Home Economic (education and graduates), Music, Business Administration, Business Education, Physical Education, and English. One possibility for the increase in the number of disciplines through the decades is the growth of the teacher's college to a university. It is

interesting to note that as the university added new majors, some women moved into those majors. Chart 1 provides a list of the majors by decade of graduation.

Majors	1930's	1940's	1950's
Administration and Supervision-graduate	1	0	5
Agriculture / Agricultural Science	0	0	3
Art Education	7	4	26
Art or Studio Art	1	2	2
Biology	3	7	11
Business Administration	10	62	43
Business Education	2	1	78
Business Education-Secretarial Studies	0	0	3
Chemistry	2	6	12
Economics	0	1	0
Elementary Education	78	76	281
English	62	61	37
French	11	2	1
Geography	7	0	0
History	4	12	20
Home Economics Education	11	53	58
Home Economics-graduate	31	76	61
Industrial Arts Technology	0	0	1
Latin	7	0	0
Library Science	1	23	12
Mathematics	20	11	11
Middle School Teacher Education	1	0	0
Music	23	82	81
Music Education	2	4	8
Nursing	0	0	9
Physical Education	2	13	44
Physics	0	2	1
Political Science	0	1	0
Science	0	3	2
Secondary Education-graduate	7	3	2
Spanish	0	4	6
Theatre Arts	0	0	1

Chart 1

Charts 2, 3, and 4 show the percentage of female graduates by the various decades.

Careers

A large number of graduates either did not list careers or reported that they were retired. This was expected given the ages of the participants. The ones who did not list a career could have been retired or had pursued a career in the home. If the participant reported that they were retired from a specific career, the result was included in the career count and not in the retired count. Teaching, either at the elementary or secondary levels, or at the college level was the most frequently listed career from the three decades. This finding is not surprising given a teachers college's purpose. Colleges or Universities where they report having taught or are currently teaching include: Murray State University, University of Kentucky, University of Georgia, University of Florida, University of Tennessee (Martin), Virginia Tech, Wake Forest University, Oklahoma State University, Mississippi State University, East Tennessee University, Huntington College (AL), and numerous local and regional community colleges. See Chart 5 for a complete list.

Colleges and Universities Where They Teach or Taught

Central College (IL)	Savannah State College
Clear Creek Baptist College	Shelby State Community College (TN)
Edison Community College (FL)	Tennessee State University
Georgetown University	University of Florida
Huntington College (AL)	University of Georgia
Jefferson Community College (KY)	University of Kentucky
Middle Tennessee State College	University of Tennessee (Martin)
Mississippi State University	Virginia Community College
Murray State University	Virginia Tech
Oklahoma State University	Wake Forest University
Paducah Community College (KY)	Western Kentucky University
Rend Lake Junior College (IL)	

Chart 5

Although the careers fall predominately in the field of teaching, some graduates used their education to branch into other fields From the three decades, careers in other fields include: medical doctor, accountants, nurses, realtors, authors, composers, corporate employees, librarians, salespersons, attorneys, a Kentucky supreme court member, a university president, and more. Clearly, the education these students acquired was an adequate basis from which to branch into fields beyond teaching.

Charts 6, 7, and 8 (pages 9A, 9B, and 9C) contain the careers reported by the three decades' female graduates.

Where are they now?

An analysis of alumni data provided information on the current locations of the female graduates. The 1930's female graduates reported living in 30 states. Forty-six percent of the 1930's female graduates reported living in Kentucky. The 1940's female graduates reported living in 33 states and Chile (1) and Mexico (1). Thirty-eight percent of the 1940's female graduates reported residing in Kentucky. The 1950's female graduates reported living in 37states and Germany (1) and Honduras (1). Forty-nine percent reported that they reside in Kentucky. There are several possible explanations for the graduates' current geographic locations. One explanation is that other states capitalized on the availability of qualified teachers and recruited from the graduates. Another explanation is that many of the graduates married and relocated because of their husbands' careers. Finally, World War II may have provided opportunities for career expansions that led to relocation for female graduates from the 1930's and 1940's especially. With the absence of men to fill positions it was common for women to be hired. Chart 9 (page 10A) lists the current locations of the three decades'

Careers of MSU Female Graduates*

1930's

Accountant for US government	1
Agricultural Researcher	1
Atomic Energy Commission	1
Bank of Commerce	1
Cataloger at Pentagon	1
Dietition	1
Dr. of Medicine and Surgery	1
KY Dept of Family Relations	1
Norfolk Southern Railroad	1
Realtors	1
Specialist Geography	1
Teachers - Elem. & High Sch.	31
Teachers - College & University	9
TN State School for Blind	1
USA Library	1
Volunteer	1
Wheeler Machinery Co.	1
	1
Not listed	141
Retired	58
Self Employed	2
Unemployed	1

Careers of MSU Female Graduates

Career	1940's
Agriculture/Nursary	1
Authors/Writers	1
Banking - Vice President	1
College & Universities	34
Composers (freelance)	1
Corporate Employees	4
Counseling	1
Health Care	5
Insurance	1
League of Women Voters	1
Robert E. Lee Home	1
Sales	2
Symphonies	1
Teachers - Elem & High	82
Theological Affiliations	2
Retired	143
Self Employed	5
Unemployed	0
Unlisted	186

Careers of MSU Female Graduates*

Career	1950
Air Force	1
Attorney	2
Choral Directors	1
Civil Service	1
Colleges & Universities	37
Corporation Employees	5
Dept. of Army	2
Dept. of Corrections	1
Dept. of Environment (state)	1
Financial Services	2
Homemakers	13
Interior Decorators	1
Ky Supreme Court	1
Libraries	6
Medical Centers	5
Museums	2
Realtors	9
Sales	1
Secretaries	2
Social Security Admin.	1
Social Workers	1
Soil & Water Conservationists	1
Symphonies	1
Teachers - Ele.Ed. & HighSch	257
Theological Associations	5
Town Clerks	1
Travel Agents	2
U S Post Office	1
University President	1
US Government	1
Women's Gymnastic's Judge	1
	198
Retired	11
Self Employed	5
Unemployed	167
Unlisted	

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female graduates. Charts 10-16 (pages 10B – 10G) provide grafts of these locations. Note: because a few states have only one or two graduates, the pie chart reports a zero. These states were included to reflect the range of disbursement of the graduates.

Survey Results.

The questionnaire was mailed to 40 female graduates. Thirty-one were returned from one mailing.. The following questions were included.

Question: Was there a particular person at Murray State who influenced you? Who and why?

The female graduates reported that their professors influenced them and helped them. Professors provided encouragement and important contacts for future educational and career opportunities. Some graduates reported that the professors who had encouraged them became friends later in the student's life. Chart 17 contains the list of reported influential persons.

Who Helped Them

Professors- Provided encouragement and Important contacts for future

Dr. Price Doyle	5		
Dr. Carr	1	Dr. Max Carmen	1
Dr. Ralph Woods	2	Ruby Smith	1
Ruth Ashman	1	Dr. A.D. Butterworth	1
Dean Huseldere	1	Richard "Doc" Farrell	1
Joe Golz	1	L.S. Hortin	1
Dr. Harry Sparks	1	Herbert Drennan	1
Ruth Seaton	2	Dr.Forrest C. Pogue	1

Chart 17

	1930's	1940's	1950's
Alabama	10	7	15
Arizona	4	9	9
Arkansas	3	2	7
California	7	17	8
Colorado	1	4	4
Connecticut	0	2	0
District of Columbia	1	0	0
Florida	20	46	42
Georgia	6	11	16
Hawaii	1	0	0
Illinois	8	30	51
Indiana	7	6	24
Iowa	0	0	2
Kansas	1	3	3
Kentucky	137	192	397
Louisanna	0	3	4
Maine	1	1	1
Maryland	4	1	3
Massachusettes	2	1	1
Michigan	3	6	14
Minnesota	0	0	2
Mississippi	6	7	5
Missouri	1	13	22
Montana	0	0	1
Nevada	0	0	2
New Jersey	2	2	6
New Mexico	3	1	3
New York	1	4	6
North Carolina	2	6	9
Ohio	5	7	15
Oklahoma	2	5	4
Oregon	1	0	3
Pennsylvania	0	2	4
South Carolina	0	2	7
South Dakota	2	0	0
Tennessee	44	83	81
Texas	4	23	26
Virginia	4	6	13
Washington	0	4	4
West Virginia	0	1	1
Wisconsin	0	1	2
Totals	293	508	817
Chile		1	
Mexico		1	
Germany			1
Honduras			1

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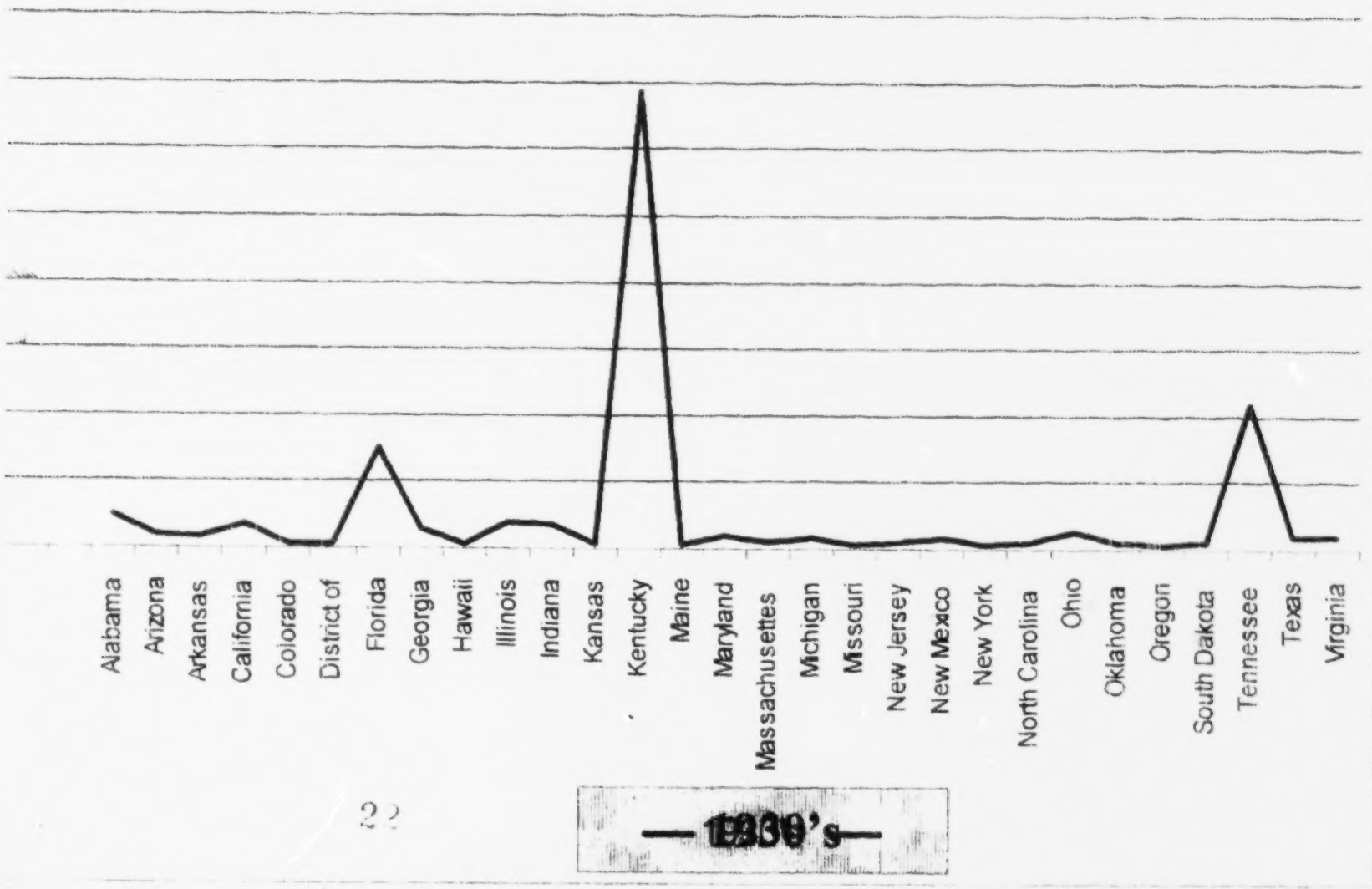
Where They Are Now



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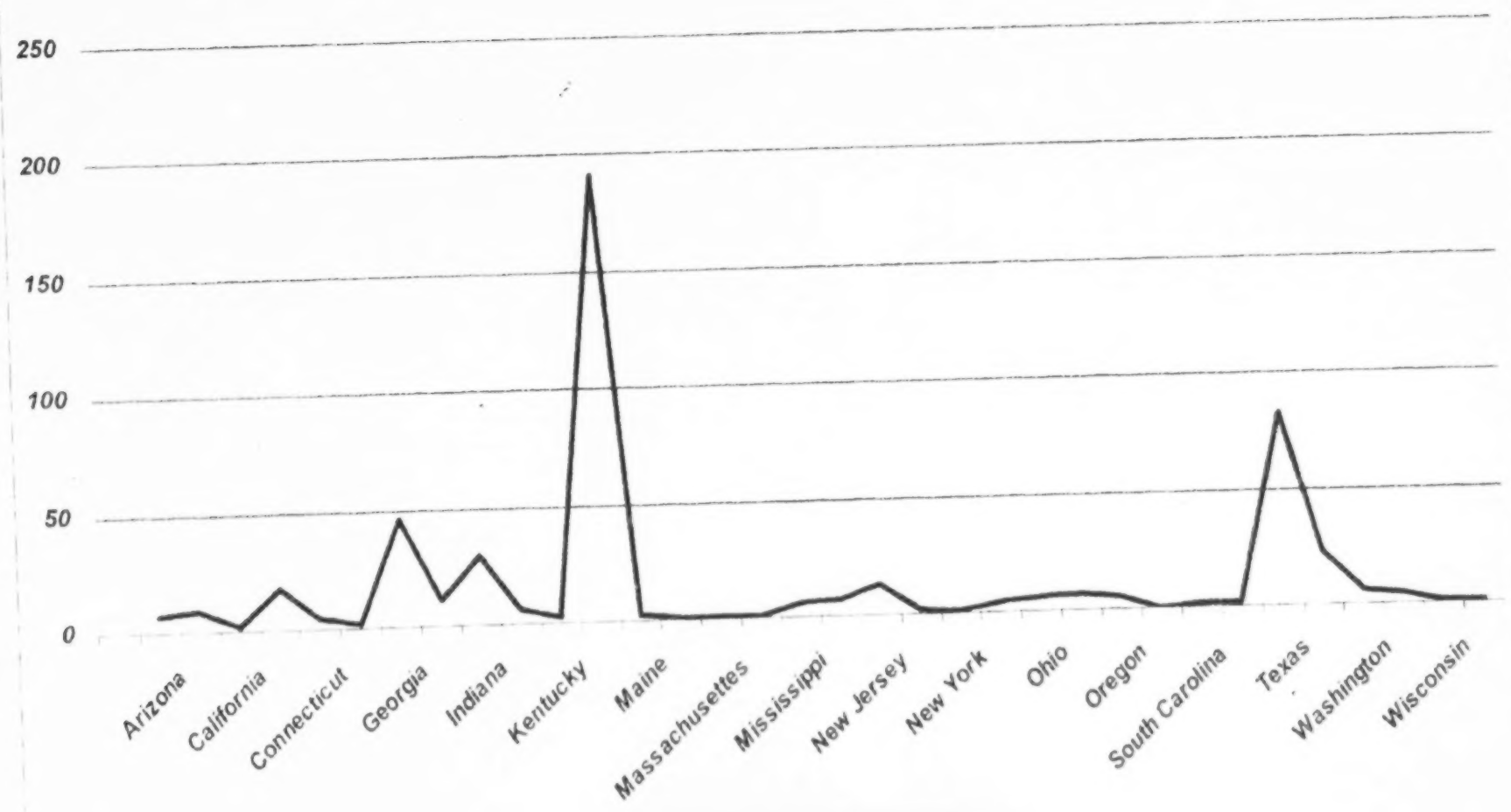
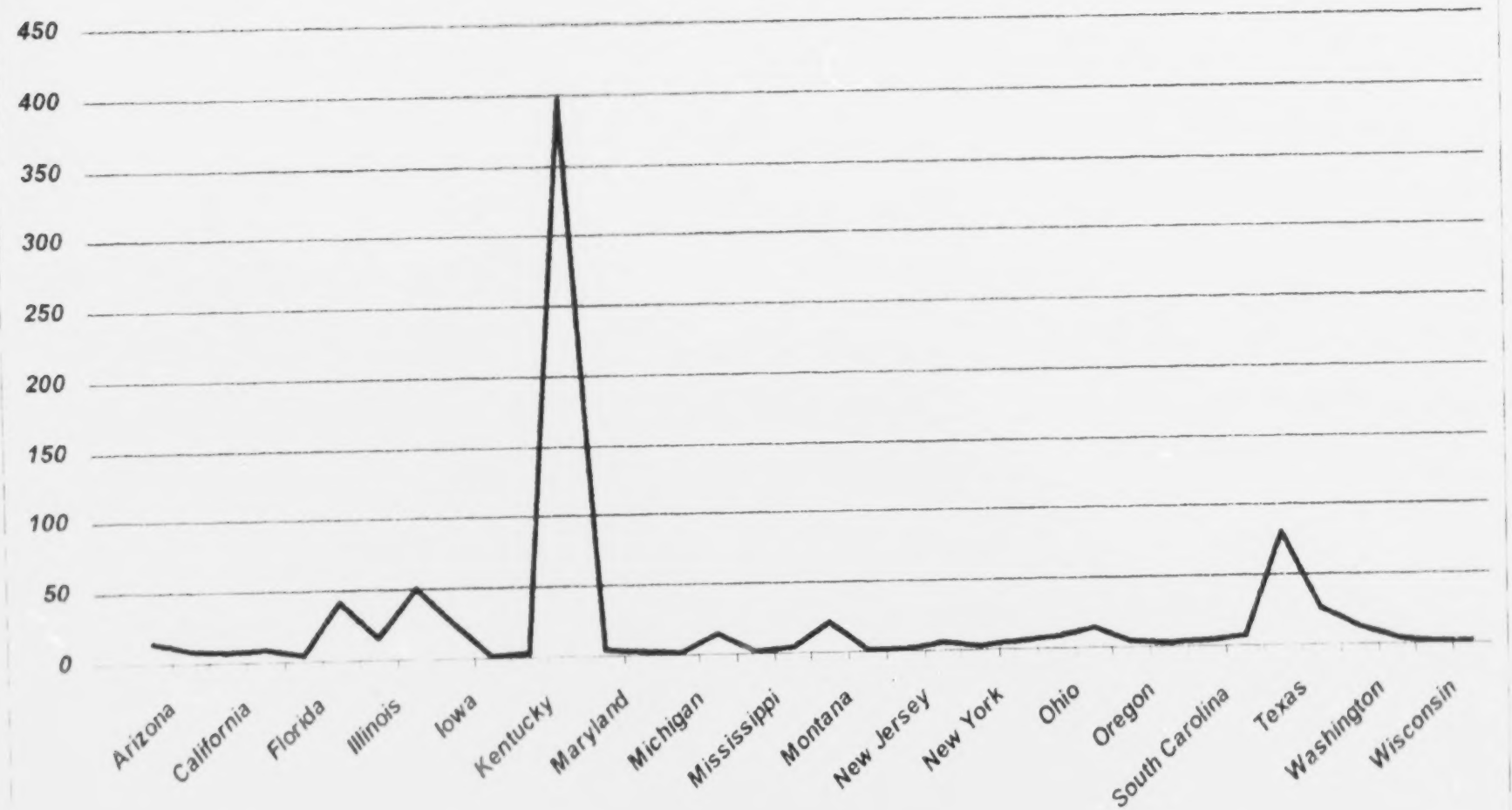


1940's

Where They Are Now



1950's

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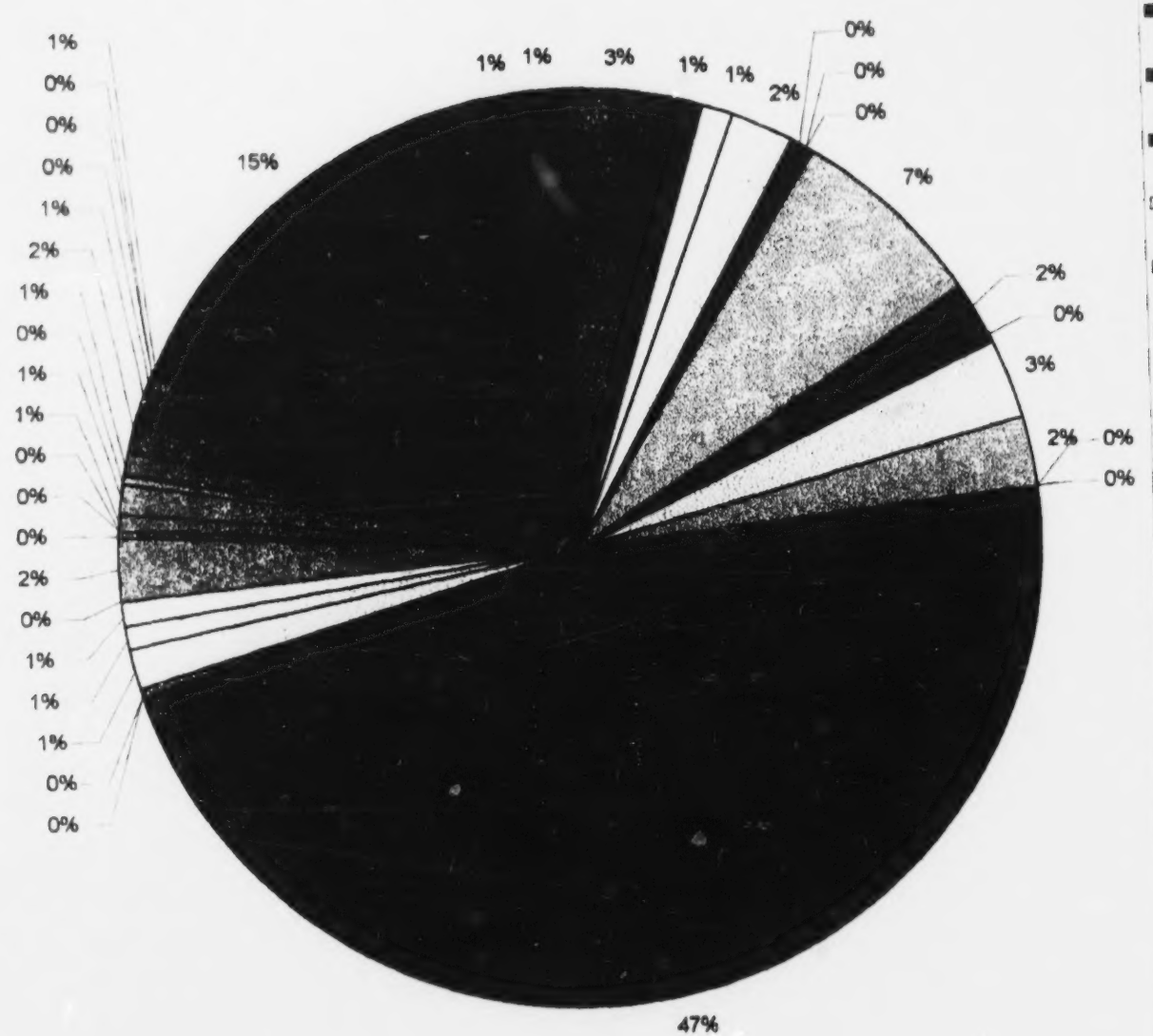
1930's



- Alabama
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- District of Columbia
- Florida
- Georgia
- Hawaii
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisanna
- Maine
- Maryland
- Massachusettes
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nevada
- New Jersey
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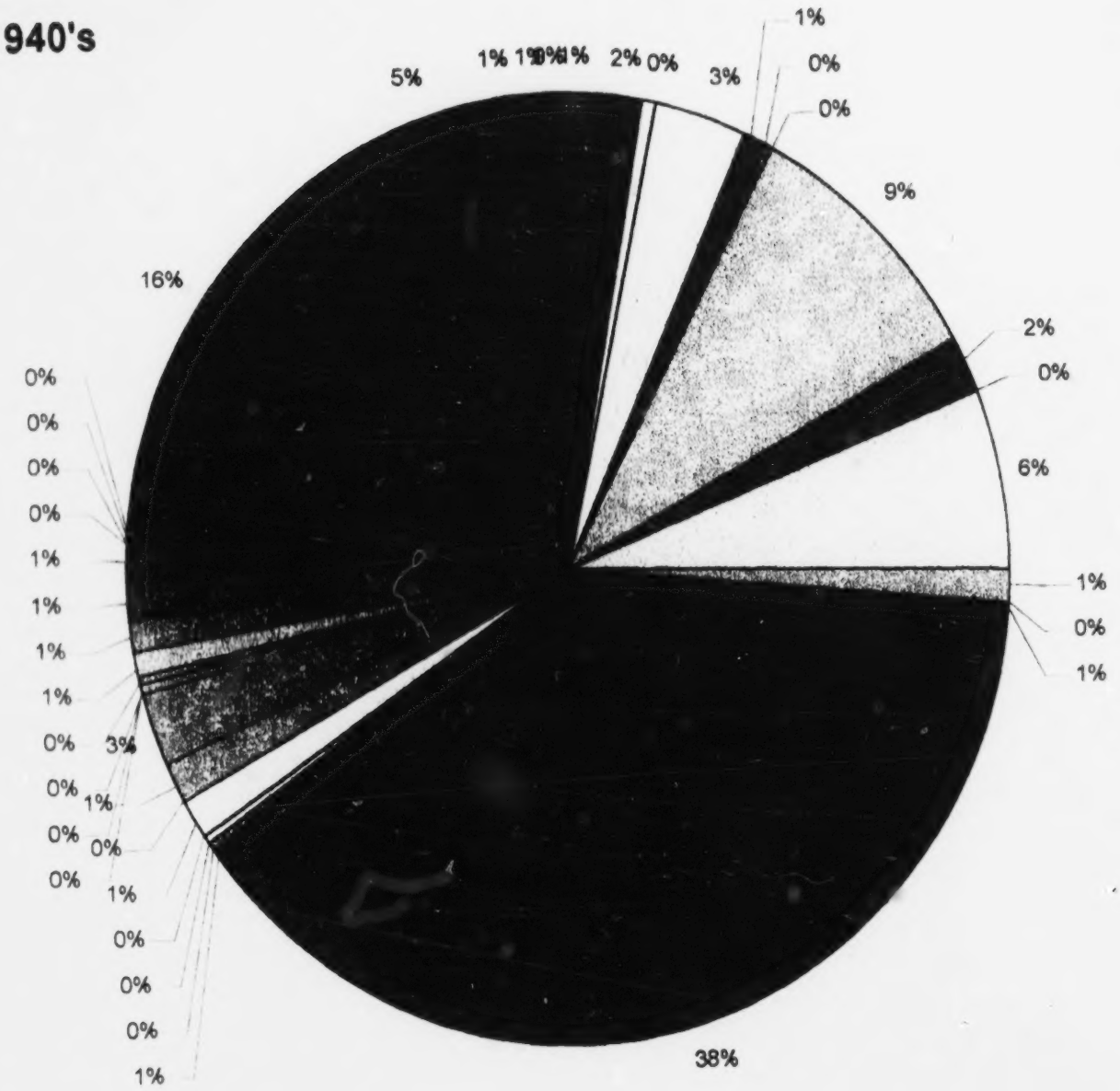
- Virginia

1940's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Massachusettes
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Jersey
New Mexico
New York
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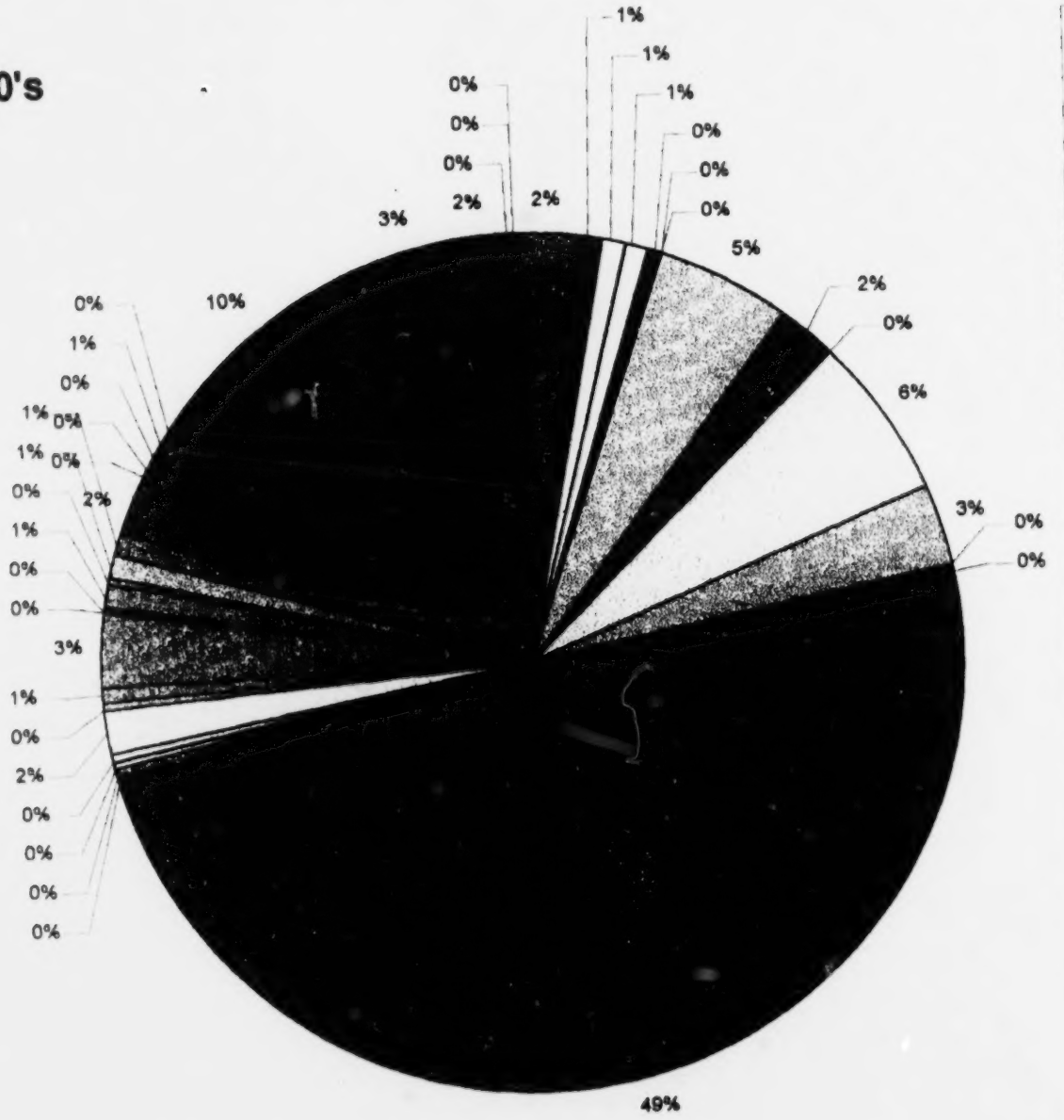
South Carolina
South Dakota
Tennessee
Texas
Virginia
Washington
West Virginia
Wisconsin

1950's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Connecticut
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Florida
Georgia
Hawaii
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisanna
Maine
Maryland
Massachusettes
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Jersey
New Mexico
New York
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
South Dakota
Tennessee
Texas
Virginia
Washington
West Virginia
Wisconsin

Question: What did you gain from your experience at Murray State that you think was of most value to you? Specifically, what types of things did Murray State give you to help you achieve your goals?

The participants reported that they gained the sound basics of education for their careers, socialization skills, they gained confidence/poise and the ability to lead, how to set goals, how to accept criticism, and several reported that "the fact that the university 'was there' allowed me to live the life I later had." See chart 18.

What They Learned at Murray State University that Sustained Them*

Sound Basics of Education for their Careers	16
Socialization How to get along with very different people Friends	8
Confidence/Poise and the Ability to Lead	4
How to set goals	3
How to accept criticism	2
The fact that the university "was there"	6

*Some graduates reported more than one answer.

Chart 18

Question: If you changed careers, why and how did you move on? List the positions held.

Chart 19 lists the number of reported career changes. One and two careers predominated (12 and 9 respectively). Two participants reported having five careers and one reported having seven careers. It is important to note that being a wife and mother were not listed as careers by the participants in the study.

Reported Career Changes

One Career	12
Two Careers	9
Three Careers	5
Four Careers	1
Five Careers	2
Six Careers	0
Seven Careers	1

Chart 19

Interviews

Interviews with eight female graduates concerning their career paths were conducted, and three participants' career paths will be described here. The number eight was chosen for manageability and for time constraints. Two of the participants reported in the study live in the area and one lives in another state. Descriptions of their career paths comprise the third phase of data collection. Summaries of their stories follow. Names are changed to protect the interviewees' confidentiality.

Graduate # 1

Sally* was graduated from Murray State Teacher's College in 1936. After graduating as valedictorian of her Fulton High School class, she reported that she "just hoped that she could get a job in the "ten-cent store" in Fulton. She grew up on a farm in Fulton, KY. She had a talent for art, but her family could not afford to send her to college. Mr. E. H. Smith, who worked for the county agricultural extension office, encouraged her to apply to the Murray Normal School for admission. He helped her get a job in the library to pay for her education. Sally credits the fact that the university "was there" with "changing my life forever." After earning a Bachelor of Arts degree at Murray, she attended the University of Kentucky and earned a Masters of Arts degree. Her career path began with her teaching art in Lexington, Kentucky. Her career path took her to Washington, D. C., where she earned a Master of Science degree in Library Science and worked as a cataloger at the Pentagon's Army Library. Retired now, she describes herself as a "limner: an amateur artist." It is her portrait of General George C. Marshall that the journal *American History* chose for its June 1997 cover. An examination of the cover reveals her talent: a talent that she is convinced would not have been developed had the Murray State Teachers College not been located near her home.

Student #3

Doris* earned over 90 credit hours at Murray State Teachers College (later Murray State University), but she did not graduate from the university. Instead, her contact with the institution provided her with the opportunities to accomplish her goals. In 1939 at the end of the depression, few people in Western Kentucky had gone to college. She recalls that her family, like numerous others, the "basic necessities," but nothing more. She recalls that only three careers were available at the time for area women -- teaching, secretarial work, and nursing. She

wanted to be a nurse. There were no area nursing programs, however, that accepted local students. Murray State Teacher College was an alternative although it had no nursing program, but she had no money for college. Doris* credits Dr. James Richmond, president of MSU from 1932 to 1936, with bringing the National Youth Administration (NYA) to the university. A work/study program of the Works Progress Administration, the NYA allowed farm youth to attend college. After a group of boys proved successful at MSU, they admitted some girls she recalls. Doris* was one of the students selected for the program. The NYA students worked forty hours a week for thirty dollars a month, she recalls. "It was a great opportunity," she says. She took any classes -- chemistry, biology, nutrition -- that she thought would enhance her ability to get into a nursing program. She cites the socialization that college provided with being vitally important for her later success in life. It was the university's Friday night formal dinners that she credits with teaching the students how to dress, to be served by a waiter, to eat and to act in public. "These skills helped us to adjust to the life that came after college. Dorm life is good also," she adds, "for having to live with others and to learn to get along. Without this skill you won't get far."

After studying at MSU for eighteen months, Doris* was admitted into Lexington's St. Joseph Hospital's nursing school in February 1941. She joined the Junior Red Cross; and, upon receipt of her nursing diploma, was classified by the War Manpower Commission according to needs at home. She was sent back to Murray since there were only three nurses left there. One year later she was reclassified to go to war on active duty in the U.S. Navy. She remembers that, with the exception of the hospital ships, women could not go on board the ships, so the nurses taught corpsmen how to be nurses on shipboard. She served for about two years.

She earned a Bachelor of Science degree from the University of Texas and a Masters degree from Columbia University Teachers College. It was not until 1968 that a Masters

Degree in Nursing was offered in Kentucky. She worked to start the Nursing Department at Murray State University. "I did not choose teaching--teaching chose me," she insists.

* The names of these two people have been changed to protect their confidentiality.

Mary A. Marsh

Mary Marsh was graduated in 1951 with a Bachelor of Music degree. She describes being struck by the friendliness of the people when she came to the university from New Jersey. She did not expect to be greeted by strangers as she walked the campus paths. She reports that at the university she "learned to interface with people from many different areas." Her career goal was to become a professional entertainer. After graduation, she accepted a position at a radio station in Georgia. When one radio interview with several military personnel ended, they encouraged her to join the U.S. Air Force. After she joined, she set her goal to earn the highest rank that women were allowed. She met her goal and discovered that the ceiling had been raised for women. She set a new goal to reach the new rank. Her goal was met when Mary A. Marsh, a 1951 graduate of Murray State University, became the United States Air Force's first female Brigadier General.

Question: What is your advice to today's college/university students? (This question was asked of the graduates who were interviewed.)

Advice

Do not let anyone stop you from getting a college/university education

You can do anything you want—within reason

Set realistic goals—you can always raise your sights.

Realize that nobody is responsible for you or owes you anything

Try to get the hardest teachers—they will challenge you and you can achieve more later in life.

Conclusion

The goal of the 1922 Kentucky legislature was to provide for teacher training. Most of the female graduates did use their teacher training to become teachers. It was the most commonly reported career path. Others, however, used the education they gained at the regional educational institution to move into other fields. It is interesting that of the four interviewees three either began their careers as teachers or used teaching when conditions in their life required that they work. The study suggests further research is needed to gain information about the careers of later female graduates of this university. Studies that identify career paths for male graduates of the institution are needed as well. Additionally,

comparative studies of the career paths of the graduates can yield valuable information about the role that gender played and plays in their lives.

As was stated earlier in the study, the information given in the study is not intended to be predictive. The study strongly suggests, however, that the education provided by the local university gave the female graduates adequate career preparation for teaching. The study also strongly suggests that one normal school - later a regional university - opened the world to women.

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Appendix

Murray State University Female Graduates

1930's, 1940's, and 1950's

Questionnaire

Year Graduated _____

Degree Earned _____

If you changed careers, why and how did you move on?

What was and is it like for you?

Positions held _____

_____

_____

_____

If you

What did you gain from your experience at Murray State that you think was of most value to you? Specifically, what types of things did Murray State give you to empower you to achieve your career goals. _____

_____

_____

Was there a particular person at Murray State who influenced you?

Who and why? _____

_____